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ABSTRACT

The guide discusses the federal regulations that require program evaluation of Title IV Indian Education Act projects. Sections provide examples of Title IV evaluation in terms of needs, goals, objectives, activities, and evaluations; definitions of each of the aforementioned; examples of how to write product objectives; pointers about product evaluation; process evaluation (activities, timeline, persons(s) responsible); suggested format for project process evaluation; a discussion of regulations; development of the final independent evaluation report; description of the evaluation; description of project; results of evaluation; recommendations; and a chart depicting the use of an evaluation report. (AH)

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EVALUATION AND WRITING OBJECTIVES

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THE LAW REQUIRES THAT WE MUST *EVALUATE* TITLE IV PROJECTS.

Indian Education Act Regulations, Part A:

(186a.23 Old Regulations)

251a.23 Developing an evaluation plan.

(a) The applicant shall also develop, as part of the project design, an evaluation plan that provides for–

(1) Periodic monitoring of the project's progress;

(2) An objective, quantifiable method, including an appropriate measurement of educational achievement, to determine if the project meets each of its objectives;

(3) An evaluation of the administration of the project;

(4) The involvement of the parent committee in monitoring and evaluation activities; and

(5) Consultation with parents of Indian children served by the project and with other members of the Indian community.

(b) The evaluation plan shall include provisions for an evaluator independent of the project to–

(1) Assist in monitoring and evaluation activities; and

(2) Conduct a final evaluation of the project.

(Pub. L. 81-874, Section 305(a); 20 U.S.C. 241dd(a)(4))

EVALUATION - *We all do it*

NEED What is my need?	**NEED** I need a newer car.	**NEED** I need a better attitude at work.
GOAL What is my goal?	**GOAL** I will buy a newer car.	**GOAL** My goal is to have a better attitude at work.
OBJECTIVE What, specifically, do I want to do, by when, and how will I do it?	**OBJECTIVE** By saving $200 a month, I will buy a 1982 car in September.	**OBJECTIVE** In three months I will have a better attitude ?? at work by ??
ACTIVITIES What is my plan for activities which will help me meet my Objective?	**ACTIVITIES** Save	**ACTIVITIES** ?
EVALUATION Did I follow my activity plan? Did I meet my Objective?	**EVALUATION** Did I save $200 a month? Did I buy a 1982 car?	**EVALUATION** ?

SOME THINGS ARE MORE DIFFICULT TO EVALUATE THAN OTHERS

TWO KINDS OF EVALUATION TO BE DONE:

Did I follow my activity plan? PROCESS EVALUATION
Did I meet my objective? PRODUCT EVALUATION

DEFINITIONS

NEED
The difference between the way things are and the way you think they should be.

GOAL
A general statement of the intent or direction of the program which is based on the needs.

OBJECTIVE
A specific statement of the results expected; the expected outcome.

ACTIVITY
The tasks to be done or service to be provided to achieve the results.

EVALUATION
A judgment of whether you accomplished what you set out to do.

TITLE IV EVALUATION

NEED

There is a need to improve the reading achievement of Indian students in grade 4-6. (Based upon some data)

GOAL

To improve the reading achievement level of Indian students in grades 4-6.

OBJECTIVE

49 Indian students in grades 4-6 will improve their reading scores on the California Achievement Test by an average of one and a half grade levels after having received tutorial services twice a week for the school year.

ACTIVITIES

Hire tutor
Establish schedule
Order materials
etc.
etc.

EVALUATION

Did we follow our activity plan?
Did we do what we said we would?
Did we meet our objective? (Did the students improve their reading scores by an average of one and a half grade levels on the C.A.T.?)

NEED

There is a need to improve Indian students' self-concepts. (Based upon some data)
?

GOAL

To improve Indian students' self-concepts.

OBJECTIVE

After having participated in ?, 100 Indian students in grades 7-9 will have improved self-concepts as measured by ?

ACTIVITIES

?

EVALUATION

?

SOME THINGS ARE MORE DIFFICULT TO EVALUATE THAN OTHERS

COGNITIVE PRODUCT EVALUATION – evaluation of knowleage, learning
AFFECTIVE PRODUCT EVALUATION – evaluation of emotions, attitudes, feelings; much more difficult to do

MANY TITLE IV PROJECTS REQUIRE AFFECTIVE PRODUCT EVALUATION.

PRODUCT EVALUATION

Did we meet the objective?

Did the students improve their reading scores on the C.A.T. test by one and a half years?

PRODUCT EVALUATION is very important. It yields the information which determines if your project was successful or not. It gives the kind of information which is presented to Congress.

PRODUCT EVALUATION is based upon the objective. Therefore, the objective must be well written.

WRITING PRODUCT OBJECTIVES

The regulations say:

Objectives that are:
-simply define
-sharply defined
-measurable
-capable of being achieved within the project year

Sharply defined - means clear, using specific, concrete words, not open to interpretation.

Characteristics of measurable objectives:

1. Performance - An objective should tell what the participants will do or be able to do.

2. Conditions - An objective should describe the important conditions, if any, under which the performance will occur and/or what important experiences or materials will help participants achieve the expected results.

3. Criteria - An objective should state what is the acceptable level of performance.

Capable of being achieved within the project year - Be sure the objective is reachable, ambitious, but reasonable.

Questions to be answered by the objective:

Who?
Will do what?
When?
How well?
As a result of what?

Forty-nine (49) Indian students in grades 4-6 will improve their reading scores on the C.A.T. by an average of one and half grade levels after receiving tutorial services twice a week for the school year.

POOR PRODUCT OBJECTIVES:

To improve the students' self-concepts.

(This is not an objective; it could be a goal. It is not specific enough to tell which students, how the improvement in self-concept will be measured, how much improvement is expected and by when the improvement will take place.)

To provide an Indian studies instructor.

(This is not a product objective. It is a project activity or a process objective.)

Students will complete a dance bustle.

(This is not a product objective. It is a project activity or a process objective. It is part of the treatment.)

BETTER PRODUCT OBJECTIVES:

After having participated in an Indian studies course once weekly for a school year, twenty-nine students in grades 10-12 will demonstrate increased self-concepts by showing an average gain of one point on a locally designed pre-post, self-concept scale.

(The growth or gain desired is determined by the local project. The way growth is to be measured and shown is determined by the local project. It can be very sophisticated, for example using statistical analysis, or it can be simpler; but it should clearly indicate how growth will be measured.)

After having received one on one counseling services at least one a month for the school year, 149 Indian students in grades 7-9 will improve their average attendance rate by five percent over their last year's average attendance rate.

After having participated in Indian arts and crafts once a week for the school year, seventy-five percent of the students (50 in grades 7 & 8) will be able to correctly bead three daisies of a daisy chain and correctly complete a written test on the construction of a bustle for a dance costume.

NOTE: These are only examples. Each situation is different. Each project will have to determine how growth will be determined and/or how it will be shown that learning or attitude changing has taken place. Objectives should be written so that the growth desired will be clear, i.e. percent of what?

Continued.

"SOME POINTS ABOUT PRODUCT EVALUATION..."

The obojective dictates the method of **product evaluation.** It may be a pre- to post-design, a competency design (where students are to perform at a certain level on a test at the end of the year), a comparison design (where attendance, grade point averages, participation in extracurricular activities or dropout rates are compared with those of a previous time), etc.

The product evaluation should be appropriate for your project and the project's intent or goal. If it is the goal of your project to have the students learn some particular body of knowledge, to improve a skill, or to improve performance in school in general, you might design a project which would provide special classes or instruction, remedial instruction or tutoring. You would then want to measure to see if the students had indeed learned or improved their performance. This would be a **cognitive product evaluation.**

Many Title IV projects require **affective product evaluation.** They want to change attitudes. Sometimes projects are designed to improve attendance. Attendance at school is generally viewed as one indicator of a student's attitude toward school and/or toward himself. Projects are designed, then, to improve students' attitudes toward school and toward themselves. These may be programs in counseling, cultural studies, tutoring, behavioral modification, home-school coordination, or any other kind of program that might make students change their attitudes and want to attend school more regularly. It's difficult to say what kind of program might work best to improve attendance. These programs are really designed, then, to change attitudes, but attitudes are difficult to measure; therefore, you measure an indicator of attitudes - attendance rate - which is what you wanted to measure anyway. This is adequate but it may not be a complete evaluation of your project. When your project works with changing attitudes, the project design and product evaluation are not as direct or clear-cut as they are when you are working with cognitive aspects. In as much as possible, however, the product evaluation should be a measurement of whether or not the goal of the project was addressed. All of this is summarized in a well-written product objective.

Projects should look to other programs for ways to improve their evaluations, i.e. Title I, bilingual programs, Follow-Through, especially if the Title IV program is attempting to do some of the same things as these programs.

Some programs do **interim product evaluations.** They do a mid-year check on attendance rates or a mid-year testing, for example, to see if the project is working, to see if the project is moving toward meeting the product objective.

Product evaluation is an evaluation of the results of the project. Was the objective met?

Product evaluation can be either **cognitive** or **affective.** Did the students learn or were their attitudes changed?

PROCESS EVALUATION

Did we follow our *activity plan*?

Write down all the things that need to be done in the project. Tell when they are to be done and who is to do them.

ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
Hire Personnel	By August 15	Director
Order Supplies	By June 30	Director
Scheaule tutoring sessions	By August 15	Director
Find space for tutoring sessions	By August 15	Director
Pretest students	August 30	Mrs. Smith
Tutoring	Aug. 25 - May 25	Tutors
etc.	etc.	etc.

This is a checklist of things to be done, but this isn't enough.
You need **DOCUMENTATION.**

ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE	*DOCUMENTATION*
Hire personnel	By August 15	Director	Job announcement Employee contracts
Order supplies	By June 30	Director	Purchase orders
Schedule tutoring session	By August 15	Director	Master schedule
Tutoring	Aug. 25 - May 25	Tutors	Individual education plans and weekly student progress reports
etc.	etc.	etc.	etc.

DOCUMENTATION is evidence. Records are documentation that things were done.

You should also record when things were actually done and give problems and/or recommendations.

You may want a chart that looks like this:

ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE	DOCUMENTATION	DATE COMPLETED	PROBLEMS AND/OR RECOMMENDATIONS

SUGGESTED FORMAT FOR PROJECT PROCESS EVALUATION

Summary of Need:

Goal Statement:

Objective(s):

ACTIVITIES	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION	DATE COMPLETED	PROBLEMS AND/ OR RECOMMENDATIONS

Process evaluation is a summary of how well the activity plan was followed. It's an evaluation of the project operation. Process evaluation can be called monitoring.

Process evaluation is on-going. There are several things that can be done for process evaluation. Here are some:

1. The LEA, project staff and parent committee could regularly review the activities timeline and discuss problems and/or recommendations.

2. Project staff could submit periodic reports to the LEA and the parent committee on progress of their parts of the project.

3. The parent committee could review the project proposal and compare it with the actual operation of the project and discuss and summarize this in a report.

4. The parent committee and LEA could visit the project activities and make recommendations in writing.

5. Parents of the students in the project and others in the community should be surveyed as to what they think of the project and if they have suggestions for improvement.

6. The project could have a management system, such as Management by Objectives, where the activities are written as process objectives. For example: By December, 1982, 80 percent of the students in Arts and Crafts class will have completed a dance bustle. This is an objective for the staff to meet. It is a management objective. Management by Objectives has its own built in evaluation system. It depends upon if the objectives are met or not.

7. The project could use any other self-assessment instruments or methods.

Anything done in the on-going process evaluation of the project should be recorded for documentation. This information should then be made available for the independent evaluator to use in the final evaluation report.

SUMMARY

Process evaluation is an on-going evaluation of the project operation. Did we follow the activity plan? Process evaluation can be called monitoring. Are things getting done? Are people carrying out their assignments? Activities can be written as program management objectives (process objectives).

BACK TO THE REGULATIONS

What is to be evaluated?

251a.23

(1) Periodic monitoring of the project's progress
PROCESS EVALUATION

(2) An objective, quantifiable method, including an appropriate measurement of educational achievement, to determine if the project meets each of its objectives
PRODUCT EVALUATION

(3) An evaluation of the administration of the project
PROCESS EVALUATION

Who is to evaluate?

Can be done by LEA and/or project staff and/or students
PROCESS EVALUATION

and

(4) The involvement of the **parent committee** in the monitoring and evaluation activities
PROCESS EVALUATION

and

(5) Consultation with parents of Indian children served by the project and with other members of the Indian community. Parents and others should be asked what they think of the project and if they think it's helping the children. Information from this survey should be included in the final report.

and

(b) The evaluation plan shall include provisions for an evaluator who is fiscally and administratively independent of the project to:

(1) Assist in monitoring and evaluation activities

(2) Conduct a final evaluation of the project
PRODUCT AND PROCESS EVALUATION
The main purpose of the final evaluation of the project is to see if the product objectives were met. A summary of the process evaluation will be included in the final evaluation.
The person conducting the final evaluation must be independent of the project and receive no portion of his/her salary from the project, in other words, be fiscally and administratively independent of the project.
Ideally, the independent evaluator should be experienced in Indian education, knowledgeable about Title IV, familiar with evaluation, and able to translate evaluation findings into a format understandable to the layperson.

A suggested format for the final evaluation report is given on the following two pages.

THE FINAL INDEPENDENT EVALUATION REPORT

What should be included?

Your contract with the independent evaluator should delineate the information to be covered in the final independent evaluation report. The basic parts of the written final evaluation report are presented below as a guide for writing the report. Some of the points may not apply to all Title IV projects. Likewise, there may be concerns not mentioned in this guide that are very important to local decision-making which should be included in the final report.

Audience

The primary audience of the evaluation report should be the project's LEA Administration and Parent Committee or the Tribal Administration and Advisory Board. Based on the results of the evaluation, these people should give their adequate recommendations and information upon which to make their decisions.

The secondary audience of the evaluation report is the Office of Indian Education Programs (OIEP). The concern of OIEP is evidence that the project has or has not effectively reached the objectives stated in the project application. Of course, this concern is shared with the local audience. OIEP is interested in the effective implementation of the Indian Education Act and the impact of project results. For example, is there duplication and/or coordination of services? Are funds used cost-effectively and supplementally? What is the academic achievement of Indian students due to Title IV?

FORMAT

There is not a stipulated or preferred format for the report. However, to be most useful at the local level, it is suggested that the report should contain the sections listed and discussed below.

I. A Description of the Evaluation

This section should briefly describe the evaluator's background, the purpose of the evaluation, make reference to the project's proposal, the circumstances under which the evaluation was conducted, and the methods utilized.

EXAMPLE: The evaluator is an individual consultant specializing in Indian education; the main purpose of the evaluation is to determine the differences between the objectives and the results of this part A project, and the reasons for those differences; and the evaluation was conducted over a period of five working days, and consisted of inspection of records and interviews with project staff, parent committee, board, students and parents.

II. Description of Project

Give a concise description of the project, showing the project's service area, relationship to the identified needs, the objectives, the activities, the grant amount, the major staff and the plans for evaluation. The use of the project component charts could be very helpful. If charts were not constructed it may be useful to develop them. They will require some explanation but will replace a lengthy written description of the project operation. It may be necessary to describe the written project and then the actual project.

Describe how the Title IV project coordinates and supplements other school projects and services, i.e., Title I, Title VII, JOM. Discuss how the Title IV services are supplementary to other services provided to Indians.

EXAMPLE: The project serves 320 K-12 Indian students in Big Fork School District, Oregon, its goals and objectives follow. . .' its grant amount for 1980-81 is $37,411.48; its staff is a full-time coordinator, 3-part-time counselors, and a full-time secretary, etc., etc.

III. ***Results of Evaluation***

This section should include data gathered from review of records, observations, and interviews. There are five parts to this section:

A. PRODUCT EVALUATION

This is a summary of analysis to determine whether or not the project's objectives were met. The appropriateness and relevance of the objectives for the project should be discussed.

B. PROCESS EVALUATION

This is a summary of the operation of the project. Were all of the activities carried out? On time? The quality of the operation and management of the project in terms of practices and procedures used to accomplish the planned objectives should be discussed. A discussion of the cost-effectiveness might be included here.

C. PARENTAL INVOLVEMENT

Is the project complying with the regulations in regard to involvement of the Parent Committee and the community in all phases of the project? Were parents and other members of the community consulted as to their opinions of the Title IV project? A short discussion of the relationships between LEA and parent committee.

D. QUALITY AND RELEVANCE OF NEEDS ASSESSMENT

Was the needs assessment open enough to give participants the opportunity to give their ideas on what should be done in the Title IV programs? Was relevant data on student achievement, etc., made available? Does the project and its objectives directly evolve from the needs assessment? What methods were used to collect information? Were they adequate?

E. SUMMARY OF RESULTS

The impact of the project on the school district, tribe, students, participants and community.

EXAMPLE: Records indicate that drop-out rate was decreased by 10 percent instead of 20 percent as objective was written; interviews with staff indicate that several activities were neglected because of lack of time; documentation confirms activities not being performed; interviews with Parent Committee indicate that the group has not been involved in monitoring and evaluation; some project objectives do not relate to the needs of the community.

The summary should also include a discussion of the confidence, reliability and validity of the evaluation.

IV. *Recommendations*

Recommendations should include suggestions for action to improve the project, based on the information collected. This section has the greatest utility for local decision-making; if any part of the evaluation report gets lengthy, let it be this one!

EXAMPLE: Based on information from the record, interviews, and documentation, it is recommended that the project 1) monitor the performance of activities, 2) assign more staff time to counseling, 3) revise objective, and 4) develop a plan for involving the Parent Committee in project evaluation and monitoring.

The independent evaluation report may include much more detailed information than is presented in example.

This guide has attempted to emphasize the importance of making the evaluation work for your project by tailoring it to answer the questions important to your local decision-making and planning needs. The evaluation report should continue the tailoring process by directly addressing questions important to the local needs. Above all, the evaluation report should be useful! **Remember, the information in the report should be shared with the Parent Committee, of course the project staff and all other components involved with the project.** Please contact the Resource and Evaluation Center II if you have any questions or need assistance.

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-Native American Research Institutes, Washington, D.C. and United Tribes of All Tribes Foundation, Resource and Evaluation Center III

EVALUATION

1. What is the role of the Parent Committee in the evaluation and monitoring of the component parts of the project?

PROCESS EVALUATION

2. What is the role of the LEA in the evaluation and monitoring of the component parts of the project?

PROCESS EVALUATION

3. In what areas, of this project, are parents of Indian children and other members of the Indian community consulted and involved?

4. Who will evaluate the overall Title IV project?

PRODUCT EVALUATION AND SUMMARY OF PROCESS EVALUATION

5. Is that person fiscally and programmatically independent of the project?

6. How much time will the independent evaluator devote to this project?

7. On what criteria will the independent evaluator base his/her findings?

PRODUCT EVALUATION DESIGN

8. How will an evaluation of the administration of the project (other than personnel evaluation) be carried out that distinguishes completion of program management objectives from student product achievement?

PROCESS EVALUATION

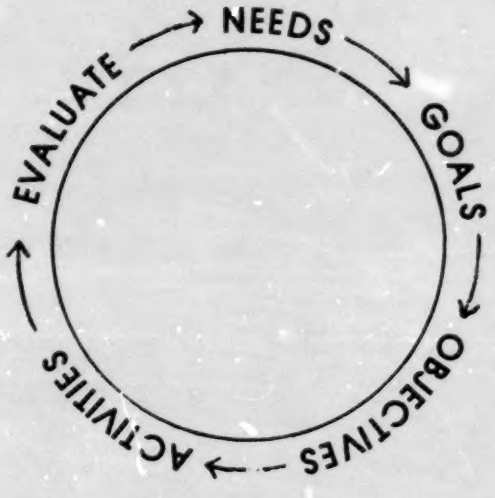
THIS IS A FORM SENT TO GRANTEES BY IEP TO ASSIST THEM WITH THEIR EVALUATION PLANS.

EVALUATION – WHAT IS IT GOOD FOR?

We evaluate to find out how well we've done or are doing.

We evaluate to get the information we need to do reports.

We learn from evaluating.



Did the students gain one and half years?
If they did, do they need to gain more?
If they do, we should continue the tutorial program.

If they didn't gain one and a half years, what kind of gain did they make?
Was it good enough to continue the tutorial program?
If not, should the program be change?
How?
If the needs haven't been met, you may need to start over again.

Steps for Evaluation:

1. Planning
2. Collecting
3. Analyzing
4. Reporting (important to report findings to all concerned)

INDIAN EDUCATION ACT

PART B & C REGULATIONS ON EVALUATION

PART B

(a) The Secretary reviews each application to determine they quality and appropriateness of the evaluation design, including how well the evaluation will measure the project's effectiveness in meeting each objective and the impact of the project on the children involved.

(b) In making this determination, the Secretary considers–

(1) The appropriateness of the instruments to collect data;

(2) The appropriateness of the method for analyzing the data;

(3) The timetable for collecting and analyzing the data; and

(4) Procedures for periodic assessment of the project's progress and modification of the project in light of the assessment.

PART C

(a) The Secretary reviews each application to determine the quality of the plan for evaluating the project.

(b) In making this determination, the Secretary looks for–

(1) An objective quantifiable method, including a mesurement of the project's effectiveness in meeting the needs of the participating students, to determine if the project achieves each of its objectives; and

(2) Procedures for periodic assessment of the project's progress and modification of the project in light of that assessment.

MOST OF WHAT IS INCLUDED IN THIS GUIDE CAN ALSO BE APPLIED TO PART B & C PROJECTS.